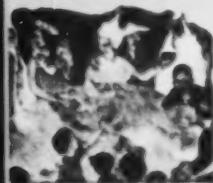


MUSIC  
IN OUR TOWN



MUSIC  
AROUND the WORLD



MUSIC  
IN OUR COUNTRY



MUSIC  
NEAR and FAR



MUSIC  
NOW and LONG AGO



# CALIFORNIA SCHOOLS

SEPTEMBER, 1958



# CALIFORNIA SCHOOLS

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Superintendent of Public Instruction

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THE COVER ILLUSTRATION shows a pupil in a music activity in the Arcade Elementary School, Sacramento County, and the new California State Series textbooks in music that are being introduced during the 1958-59 school year.

# A REPORT ON THE WESTERN STATES CONFERENCE ON THE PREPARATION OF TEACHERS IN SAFETY AND DRIVER EDUCATION

JOHN R. EALES, *Consultant in Secondary Education*

Representatives of teacher education institutions, state departments of education, and lay groups interested in safety and driver education met in the Western States Conference on the Preparation of Teachers in Safety and Driver Education, at the University of California Extension Center in San Francisco, June 2 to 4, 1958. The following is a summary of information regarding the need for such a conference, the sponsors involved, the make-up of the group, the methods of work, and the results.

## NEED FOR CONFERENCE

During the last few years, more and more college teachers have expressed the point of view that it was necessary to create more uniformity in the safety and driver education programs offered in the various teacher education institutions, and to analyze the content in courses about safety and driver education so that elementary school and secondary school teachers can give competent instruction in these areas. In addition, it was hoped it might be determined whether or not a two-semester one-hour course in general safety and a two-semester one-hour course in driver education, the typical total offerings of many teacher preparation institutions, actually meet the needs of teachers in elementary and secondary schools.

## SPONSORS OF CONFERENCE

In an effort to determine how to meet the needs just mentioned, the Safety Center of New York University, the University of California, Berkeley, and the California State Department of Education co-operated in planning and conducting the Western States Conference on the Preparation of Teachers in Safety and Driver Education. The members of the planning committee were Marland K. Strasser, Association of Casualty and Surety Companies, acting for New York University; Helen Hammarberg, Head of the Department of Conferences and Special Activities, University Extension, University of California, Berkeley, representing that institution; and Carl A. Larson, Specialist in Teacher Education, and John R. Eales, Consultant in Secondary Education, speaking for the California State Department of Education. The committee designated Dr. Strasser to serve as co-ordinator for the meeting.

#### ATTENDANCE AT CONFERENCE

The conference was attended by 50 persons. Of these participants, 26 represented colleges and universities, ten were members of state departments of education, and 14 who were not associated with either of the other two groups came from organizations interested in safety and driver education, including one representative of a large city school system, one from the office of a county superintendent of schools, and one from the Philippines. In all, ten western states and one foreign country were represented.

#### METHODS OF WORK AT CONFERENCE

Most of the time spent at the conference was devoted to group meetings at which five areas of safety and driver education were selected for analysis. The areas studied and the group leaders for each area were as follows:

1. Fundamentals of Safety Education—Roy Rice, Professor of Education, Arizona State College, Tempe
2. Curriculum, Techniques and Materials for Teaching Safety Education—Franklin Haar, Professor of Health Education, University of Oregon
3. Driver Education (classroom)—Robert Rhodes, Dean of Instruction, Long Beach State College
4. Driver Education (practice driving)—Vaughn Hall, Director of Health, Physical Education, and Recreation, Utah State Department of Education
5. Organization, Administration, and Supervision of School Safety—Carl A. Larson, Specialist in Teacher Education, California State Department of Education

William Brownell, Dean of the School of Education at the University of California, Berkeley, Dr. Larson, and Dr. Strasser welcomed the group on behalf of the three sponsoring groups. Various phases of the problem of teacher preparation were presented to the three-day conference by Herbert Stack, former Director of the Safety Center at New York University (paper read by John R. Eales); J. Burton Vasche, Associate Superintendent of Public Instruction, and Chief, Division of State Colleges and Teacher Education, California State Department of Education; Velma Linford, Superintendent of Public Instruction, Wyoming (paper read by Duane Andrews); James C. Stone, Director of Teacher Education, University of California, Berkeley; Cecil G. Zaun, Supervisor of Safety Education and Driver Instruction, Los Angeles public schools; and Wayne Hughes, Director of the School and College Division, National Safety Council (paper read by Daniel Webster).

#### CONCLUSIONS

Each study group made an analysis to determine what might constitute adequate preparation for teachers of safety and driver education. In addition, each study section suggested a minimum number of semester

hours to be devoted to the area under discussion. It was recognized that many teacher education institutions might divide some of these areas of instruction into several courses, and accredit each course separately. As this was considered to be the prerogative of each institution, the semester hours recommended merely referred to the minimum necessary to cover the area being studied. The areas and recommended minimum hours of instruction are as follows:

- Group 1—Fundamentals of Safety Education—three semester hours
- Group 2—Curriculum, Techniques, and Materials for Teaching Safety Education—three semester hours
- Group 3—Driver Education (classroom)
- Group 4—Driver Education (practice driving)—eight semester hours for areas three and four together
- Group 5—Organization, Administration, and Supervision of School Safety Programs—four semester hours

It is recognized that teachers of safety and driver education must have command of the subject content in their field as well as general knowledge about teaching, and about administering the program. Each of the five areas of safety and driver education listed above includes specific content material as well as information of a professional education nature. In particular, areas one, three, and four contain a great amount of subject matter content.

In a general session meeting the conferees discussed the sequence of courses of study related to the various areas of safety and driver education at the college level, and agreed upon the following sequence:

- Freshman—Elementary Psychology, Elementary Sociology
- Sophomore—General Safety, First Aid. First Aid should be taken before moving into any advanced courses in safety and driver education.
- Junior—Fundamentals in Safety Education. This course would be a prerequisite to courses in the senior year, and open to all teachers in training.
- Senior—Curriculum, Techniques, and Materials for Teaching Safety Education; Driver Education (classroom); and Driver Education (practice driving).
- Graduate—Organization, Administration and Supervision of School Safety Program.

The group felt that knowledge of elementary psychology and elementary sociology should be a prerequisite to study in the areas of safety and driver education. Hence, psychology, and sociology were placed at the freshman level in the sequence of studies.

The courses listed include both subject matter content and material which would be more properly classified as professional education material. At present, most courses in safety education and in driver education include both subject matter content and professional education methods. As indicated by the study groups, the Fundamentals of Safety Education course would include both content and professional education material, but would stress content.

Courses almost entirely professional in nature would be Curriculum, Techniques, and Materials for Teaching Safety Education, and Organization, Administration, and Supervision of School Safety Programs. On the other hand, Driver Education, both classroom and practice driving, is chiefly a content area course although it would contain some material related to teacher education.

The conference concluded that there were many content areas involved in preparation for becoming a teacher or supervisor of safety and driver education. Although there was not time to make an intensive study of this matter, the group listed the following content areas: home safety, school safety, farm and ranch safety, traffic safety, safety in recreational activities, fire safety, firearm safety, water safety, industrial safety, school bus safety, the safe handling of explosives and rockets, problems of school liability, and school participation in civil defense.

It was recommended that safety be taught in conjunction with the regular classroom work in the elementary schools, not as a separate subject. It was believed that secondary schools should provide safety instruction in all courses where such learning has a place, such as in shops, physical education, and the like, and at the same time, separate courses such as driver education should be provided, if necessary.

It was concluded by the conference participants that teacher preparation in safety and driver education remains largely an undeveloped field, in the western states.

## CONSIDERATIONS INVOLVED IN THE FORMULATION OF A FRAMEWORK FOR A REVISED SOCIAL STUDIES PROGRAM<sup>1</sup>

During October, 1958, the California State Central Committee on Social Studies will begin its fifth and final year of analysis of the social studies program in California public schools. From its inception, the Central Committee has sought ideas from many sources and has held steadfastly to the belief that many people should participate in the development of a framework for the social studies. Numerous lay citizens, social scientists, school administrators, and teachers have helped to develop materials for the study. The participation of many people with varied backgrounds and interests contributes to a broad base for evaluating current trends in the social studies and helps to insure attention being given to the factor of objectivity.

Many hours of thought and discussion have gone into the work of the Central Committee. The most recent progress report<sup>2</sup> on this work was prepared for use in the 1958 summer workshops on social studies cosponsored by California colleges and universities and the Central Committee.

This article will help those interested in the progress of the study to recognize the boundaries within which the Central Committee is working and the direction in which the study is moving.

### NATURE OF THE EVOLVING FRAMEWORK

Whenever materials connected with this study are reviewed, it is important to keep in mind that the Central Committee has responsibility for developing a statement regarding a framework that will serve as a guide in the development of courses for the social studies program. Certain broad areas of subject matter are to be designated for assignment at each grade level. It is to be expected that programs developed in local school systems will vary, although all will be in accord with the objectives stated in the framework.

*Scope of Social Studies Content.* In this study the social studies are considered as one important area of organized instruction in the public school system. Central Committee members are aware of other terms of

<sup>1</sup> Other reports on the work of the Central Committee have appeared in *California Schools*, XXVI (February, 1955), 73-74; XXVII (December, 1956), 431-36; XXVIII (March, 1957), 125-28; (April, 1957), 149-51; (August, 1957), 334-57; (October, 1957), 402-05; (November, 1957), 418-40; XXIX (January, 1958), 18-23; (March, 1958), 130-34; (April, 1958), 195-99.

<sup>2</sup> "A Guide to Materials Developed by the State Central Committee on Social Studies, Summer, 1958." Sacramento: California State Department of Education, 1958 (mimeographed). Copies are available from Lloyd E. Bevans, Co-ordinator for the California State Central Committee on Social Studies, California State Department of Education, 721 Capitol Avenue, Sacramento 14, California.

reference, such as "social learning" and "social living," which encompass more than the area of instruction under consideration in this study since they are inclusive of all activities and experiences involved in social orientation of the individual. The scope of the present study may be contained within such broad terms of reference although they indicate areas beyond the boundaries within which the Central Committee is working.

The framework now being prepared will include a description of the content essential to the goals of learning that are the foundation of the social studies program. Local school systems will find in this material the help they may need to develop programs that they can use to advantage in their schools. It would be well for those revising social studies programs in local school systems to keep in mind that teaching aids are being especially designed to further the ideas presented in the framework, and that these aids will be available to the schools when revisions in the social studies are completed.

*Characteristics of a Social Studies Program.* Included among the materials developed thus far is a statement of characteristics for a social studies program that embodies a point of view regarding the purpose of this study—the identification of understandings needed for good citizenship and identification of the materials needed to develop the understandings.

It is not intended that the statement of characteristics should be transferable directly to local courses of study. Rather, the statement is to be used as a basic reference when courses of study and teaching units are being developed locally. The statement of characteristics will be especially useful when objectives are formulated for the social studies at specific grade and educational levels.

*The Basic Concepts.* The framework includes the basic concepts<sup>2</sup> that were selected by social scientists working with educators and lay citizens during the spring of 1956. These concepts were reviewed by social scientists, educators, and lay citizens during the summer of 1957. All comments and suggestions received to date have been carefully noted and will be given appropriate attention in the final stages of the study.

Those who review the basic concepts should keep in mind that the participating social scientists were asked to identify within their respective disciplines the essential information or knowledge, stated in the form of concepts, that all public school graduates need to understand in order to become useful citizens. These concepts may be thought of as goals of understanding toward which a series of learning experiences is to be directed. Rather than being taught as such, the basic concepts

<sup>2</sup>A concept is defined by the California State Central Committee as a principle or generalization. It is formed by combining and recombining many concrete experiences into a meaningful classification. Two elements are involved in concept building: (1) concrete experiences; and (2) the ability to classify and combine experiences into a generalized pattern.

are to serve as references for the development of a series of learning experiences that will enable young people to understand the basis for competent citizenship by the time they graduate from public school.

*Synthesis of the Basic Concepts.* Attempts to synthesize the basic concepts have resulted in an awareness that ideas can be lost in such a process. One brief statement that summarizes several of the basic concepts may not convey the emphasis originally intended. The members of the Central Committee have therefore concluded that the original basic concepts should be retained along with any synthesis of the concepts.

*Growth and Development and Learning.* A statement on growth and development and learning<sup>4</sup> in relation to the social studies has been developed by many people who are well informed in these two areas. The Central Committee has sought information supported by the result of research studies and of observations made by people experienced in teaching the social studies. The statement on growth and development and learning contains brief references to the major growth and developmental characteristics that pertain at each succeeding maturity level. It also includes references to the implications of the characteristics for use in teaching the social studies. This statement will help people who develop the social studies program to introduce topics for study at times when young people are most capable of understanding them and when they are most interested in learning about them. Information regarding growth and development and learning is directly related to the organization of a social studies program.

#### THE ORGANIZATION OF A PROGRAM OF SOCIAL STUDIES

The organization of a social studies program calls for utilizing pertinent information regarding growth and development, learning, and the basic concepts, in formulating a series of learning experiences that will lead to essential understandings in the social studies. Participants in the summer workshops of 1957 were invited to consider this organizational aspect of the study. Suggestions regarding the organization of a social studies program were included in several of the 1957 workshop reports. These suggestions were studied carefully by the Central Committee.

The three concerns that were most frequently mentioned in the suggestions received from all sources were (1) the need for adequate consideration of the kind of culture in which children and youth are to be educated; (2) the need to consider the values in our culture that people want to further by means of education; and (3) the need to consider the nature and needs of individuals who make up our society.

<sup>4</sup> *Building Curriculum in Social Studies for the Public Schools of California: A Progress Report of the California State Central Committee on Social Studies.* Bulletin of the California State Department of Education, Vol. XXVI, No. 4, May, 1957, pp. 50-59.

The first two concerns are provided for in the basic concepts statement, and the third is provided for in the growth and development and learning statement. The Central Committee wishes to develop a framework statement that will provide for the development of a social studies program that will be well suited for use at each grade and educational level.

The organizational plan should set forth major grade level themes, kindergarten through grade fourteen, and should include enough references to content to provide effective guidance for all who wish to prepare social studies books, courses of study, or teaching units. The allocation of one theme or broad topic to each grade level means little unless the theme is accompanied by stated areas of emphasis and by references to topics that are to be developed within each area of emphasis. For that reason the major grade level allocations, kindergarten through grade fourteen, should be accompanied by sufficient information to indicate clearly the direction of study and the relative emphasis to be placed on topics. Since it is impossible to cover all content that could be classified as social studies, selection and emphasis are important considerations in building a framework statement.

Children and youth can absorb only as much as their maturity will enable them to receive. Thus there may need to be opportunity for synthesis, reorganization, and additional study of important topics at different and later grade levels. Undue repetition among the several grade levels should, however, be avoided.

Experience thus far with the development of a tentative organizational plan has resulted in the identification of the following guidelines:

1. Grade level themes are merely vehicles to carry numerous related ideas and should be accompanied by points of emphasis to indicate direction of study. A synopsis of content attached to each area of emphasis will help to indicate the main ideas to be developed.
2. Grade level themes, areas of emphasis, and content synopses should be organized with full awareness of the growth and developmental characteristics that pertain at different grade and maturity levels.
3. Outcomes from experience with the present social studies program should be considered. That which is now sound and appropriate at various grade levels should be reviewed carefully before any revisions are recommended. Change is not sought merely for the sake of change.
4. Suggestions regarding reorganization of the social studies program should reflect awareness of the practical considerations involved in effecting change. Practical considerations are not necessarily determining factors, but they should not be ignored.
5. The total organizational plan should provide opportunity for children and youth to gather from the social studies program the major

contributions of each social science discipline, as well as contributions from other related fields of study.

6. The series of learning experiences indicated by the organizational plan, kindergarten through junior college, should be of sufficient scope and concentration to enable young people to prepare for intelligent citizenship in modern society.
7. The organizational plan should provide for a series of learning experiences that will enable young people to understand the current world scene, our relationship to it as a nation, and the role of each person as a citizen of the United States.
8. The organizational plan should provide for a sequence of the study of important topics through several grade levels, such as conservation of our natural and human resources, and current events.
9. The entire statement is to be characterized by a balance between two dimensions—scope and depth. Depth studies of selected cultures should enable children and youth to reach conclusions that are accurate about other people. Children and youth need to be informed about the bases of behavior so that they can understand the behavior of people different from themselves. As there will not be time enough to make depth studies of all the cultures in the world, cultures should be selected for study according to the amount of accurate information that is, or can be, made available and according to the importance of the cultures in the world scene.

*First Draft of a Tentative Plan.* The tentative organizational plan distributed in 12 regional conferences during the spring of 1958 was considered by the Central Committee to be a beginning point for the development of a satisfactory organizational plan. Since the plan ultimately decided upon will affect classroom instruction, social studies teachers were encouraged to attend and participate in the regional conferences. Approximately 4,000 people, many of them social studies teachers, participated. All conference participants were invited to continue working with the Central Committee on the plan.

Participants in the regional conferences were invited to organize study groups in their local communities so that interested persons throughout the state might have opportunity to participate in the development of an organizational plan for the social studies. Many such study groups have been formed, and reports from them continue to reach the Central Committee. These reports are to be reviewed along with outcomes from the 1958 summer activity in the participating colleges and universities, before additional steps are taken within the Central Committee to revise and extend the original tentative organizational plan. Recommendations from these sources will guide the Central Committee when the original plan is restated for further consideration.

### NEED FOR ILLUSTRATIVE UNITS

The term "unit" is used in this study to refer to a specific area of content. A "teaching unit" commonly includes more than the content to be covered. A teaching unit is intended to be a guide for instruction at the grade levels for which it is designed and contains information in addition to content to make it of value to people who are to use it in particular settings. The resource type of unit is even more inclusive since it commonly contains detailed information about all activities and resources needed to carry out every step in the study. Teaching units and resource units include the content to be presented and, in addition, much valuable information to help effect the teaching process in particular school settings.

Units to be included in the organizational plan are those which will illustrate development of the grade level allocations, the areas of emphasis, and the content synopses. Although final selection of the illustrative units to be included in the framework will necessarily follow development of the entire organizational plan, some portions of the framework have remained relatively stable from the time the plan was first developed. Groups active during the summer of 1958 gave some consideration to unit development within those areas of the tentative plan which were thought to be the most stable.

Illustrative units to be included in the final report of this study will need to be developed with full awareness of the need for a balanced emphasis in the total social studies program, kindergarten through grade fourteen. It will also be necessary to consider all of the basic concepts and all of the social sciences when developing unit outlines for the entire program.

*Application of the Basic Concepts.* Certain threads of emphasis should be continued at several grade levels. Illustrative of these is the need to direct attention continuously to current events and to the wise utilization of our natural and human resources. The basic concepts directly influence any statement regarding a framework for the social studies at two or more points. The first point of major influence is the preparation of an organizational plan, particularly when deciding on areas of emphasis (with content synopses); the second is in the preparation of illustrative units. Decisions are needed as to where, in the total series of proposed units, the basic concepts from the social sciences and other related fields of study can be used to the best advantage. In order to reach valid decisions about the balance and emphasis of such contributions, participants in this phase of the study will need intimate acquaintance with the basic concepts.

Difficulties sometimes arise when attempts are made to select topics for the presentation of basic concepts that can be introduced and developed at specified grade levels. In part, these difficulties are caused

by the fact that several of the basic concepts are generally involved in each topic and it appears necessary to have a groundwork of readiness laid before any of the concepts are used. In part, they are caused by the belief that once a concept is introduced, provision must then be made for it to be maintained in the program at each successive grade level built upon in a strictly logical manner.

Teaching units, printed materials, and other aids can indicate in a general way the emphasis to be placed on topics in the social studies. When social studies teachers are well oriented in the social sciences and other related fields of study and are aware of the needs that exist locally, they can be relied upon to direct instruction toward understandings such as those indicated by the basic concepts utilized in this study.

#### PROGRAMS OF PRESERVICE AND IN-SERVICE EDUCATION

The development of the social studies program focuses attention on the kind of educational opportunity available to people who aspire to teach in this field. The Central Committee has cosponsored activities for teachers, administrators, and supervisors interested in the social studies, with 20 or more colleges and universities in California during each of the past two summers. The varied approaches and emphases used have provided an opportunity to observe different programs in action and to secure appraisals of the kinds of educational opportunity that social studies teachers believe is of most value to them. Many participants in these summer sessions have referred to the need for thorough grounding in the social sciences during their preservice education and, at a later period, for refresher courses that correlate new information from the several social sciences. Participants have also expressed the need for opportunity to consider the most productive ways to teach the social studies and for the observation of good teaching practices in the field.

#### PRODUCTION OF TEACHING AIDS

At present there is opportunity to indicate the kinds of new materials that will be needed for a revised social studies program. In part, this opportunity is to describe the types of materials needed to replace those that are now in use and that are obsolete or inadequate; in part, to describe materials of particular types that may be used to advantage in the program. Producers of audio-visual aids and publishers of printed materials have indicated for some time that they will be responsive to widespread agreements regarding materials of instruction for the social studies.

Producers of audio-visual aids were invited to attend a meeting during the early part of August, 1957, with administrators of audio-visual programs and with curriculum personnel to become acquainted with the

kinds of materials that will be needed to implement the evolving framework statement for the social studies. In March, 1958, a meeting was held with publishers to invite their interest in this study. In meetings with producers and publishers, attention has been directed to the nature of this study, to developments thus far, and to the schedule for selection of social studies materials. The producers and publishers have been cautioned to wait for final developments before beginning the actual production of social studies materials. These meetings were held a year in advance of the completion date set for this study in order to allow considerable time for producers and publishers to locate the resources required for the production of the materials that will be needed.

The State Curriculum Commission is seeking suggestions for the preparation of criteria for use in evaluating social studies textbooks submitted for State adoption. The criteria formulated by the Commission will be sent to publishers to assist them in preparing suitable materials. Suggested criteria and any other ideas that pertain to books that may be used in the social studies program are invited by the Curriculum Commission.

Anyone wishing to obtain further information regarding the study or to make suggestions as to how it might be improved should write to Lloyd E. Bevans, Co-ordinator for the California State Central Committee on Social Studies, California State Department of Education, 721 Capitol Avenue, Sacramento 14, California.

## **Departmental Communications**

### **BUREAU OF HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION**

C. CARSON CONRAD, Chief

#### **RECOMMENDATION FOR SAFETY GLASSES**

The California State Department of Public Health, Prevention of Blindness Project, has made an important suggestion regarding steps that may be taken to protect boys and girls from injuries to the eyes that may be caused by wearing ordinary glasses. The suggestion is especially timely for schools since they are now putting their plans for the school year into action and are counseling students regarding school work which will begin in September, the "Sight Saving Month."

The need for special attention to the suggestion is pointed out by the statement that accidents happen—in the gymnasiums, on playing fields, and on the way to and from school. Glasses pose a special hazard for the individual who must wear them. Some youngsters remove their glasses when they wish to play but in doing so they increase their vulnerability to accidents. "Glasses guards" provide some protection but they can be knocked off—taking the glasses with them.

The suggestion is that "safety glasses" can be of real help in the prevention of accidents. These are of two types, hardened glass or plastic. Of the two, plastic lenses are superior in terms of their resistance to breakage. Either type of lenses can, however, be ground to prescription and worn safely during physical activities. Any ophthalmologist or optometrist can prescribe "safety glasses."

If one considers the cost of broken glasses in dollars, discomfort, and disability from eye injury by splinters, lacerations, and contusions, the somewhat higher cost of shatterproof glasses is negligible. School personnel should therefore advise parents to consider the advisability of securing shatterproof lenses for any of their children who must wear glasses.

#### **TUBERCULOSIS CASE FINDING AMONG SCHOOL CHILDREN, COLLEGE YOUTH, AND EMPLOYED PERSONNEL IN SCHOOLS AND COLLEGES**

The Office of Education, the Public Health Service, and the Children's Bureau of the Department of Health, Education, and Welfare

have jointly issued a policy statement on tuberculosis case finding among school children, college youth, and employed personnel in schools and colleges. The statement recommends that tuberculosis case finding programs for school children, college youth, and employed personnel in schools be evaluated carefully and that state and local authorities consider replacing X-ray programs with tuberculin testing programs as the initial means of detecting tuberculosis among students and school employees. The specific recommendations made by the three federal agencies are as follows:

1. Tuberculosis case finding programs for children, youth, teachers, and other school personnel should be evaluated and planned in light of current knowledge concerning the prevalence of tuberculosis and the effects of radiation on the human organism. Professional assistance and advice should be sought from the appropriate state or local health department.
2. Laws and regulations that make periodic chest X-ray examinations compulsory for students, teachers and other school personnel should be reviewed and modified if necessary to allow health authorities to select the most effective current methods and to utilize applicable new knowledge and techniques of tuberculosis control.
3. Consideration should be given to the use of the tuberculin test as the initial screening device to be followed by chest X-rays of reactors. The percentage of reactors in some school and teacher populations is low enough to make this a practical procedure.
4. X-ray equipment should be periodically checked and adequate safeguards applied to protect all persons from unnecessary radiation.

The California State Department of Public Health supports the federal policy and all local health officers have been sent copies of the policy statement.

Education Code Section 1017, which requires an examination of school employees to determine freedom from tuberculosis, provides for use of either the chest X-ray *or an approved intradermal tuberculin test*, so no change in law is required in order to follow the new recommendations. The text of Education Code 1017 is as follows:

The governing board of each school district shall require each employee of the district, including but not limited to school teachers, to undergo an examination to determine that he is free from active tuberculosis, by a physician and surgeon licensed under Chapter 5 of Division 2 of the Business and Professions Code, at least once in each two years, or oftener if the governing board so determines by rule. This examination shall consist of an X-ray of the lungs, or an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs. After such examination, each employee shall file with the board a certificate from the physician or surgeon who examined him showing that the employee was examined and found free from active tuberculosis.

The provisions of this section shall not apply to any person who files with the governing board an affidavit stating that he adheres to the faith or teachings of any well-recognized religious sect, denomination, or organization and in accordance with its creed, tenets, or principles depends for healing upon prayer in the practice of religion and that to the best of his knowledge and belief he is free

from active tuberculosis. If at any time there should be probable cause to believe that such affiant is afflicted with active tuberculosis, he may be excluded from service until the governing board of the employing school district is satisfied that he is not so afflicted.

In view of the recommendations made by three of the federal agencies in the Department of Health, Education, and Welfare, and concurred in by the California State Department of Public Health, school districts are urged to ask for professional advice and assistance from local departments of public health and from local tuberculosis associations in evaluating tuberculosis case finding programs, and in planning future programs. It should be emphasized that all agencies concerned agree that tuberculosis case finding is one of the important components of school and college health programs. Such programs serve to protect and preserve the health of children and youth, as well as the health of adults employed by schools and colleges.

# Interpretations of Law

## Applicable to Schools

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

### OPINIONS OF THE CALIFORNIA DISTRICT COURTS OF APPEAL

#### *Validity of Election of County Board of Education*

A writ of mandamus by a private person against a county board of supervisors will not lie to test the validity of the election of members of a county board of education pursuant to Education Code Sections 301-305 who are actually acting in that capacity. Title to a public office cannot be tried in a mandamus proceeding. Neither is certiorari available to review the action of the board of supervisors since in the performance of their duties under the cited sections they were acting in a legislative, not a judicial, capacity. (*Board of Supervisors of the County of Nevada v. Superior Court of Nevada County*, 150 C.A. 2d 618.)

#### *Discharge of Superintendent and Mandamus As Proper Remedy for Reinstatement in Position*

A school board may, under general contract law, discharge a superintendent hired under Education Code Section 1303 for a four-year term prior to the expiration of that term if good cause exists and is proved in defense to an action brought by the superintendent (Education Code Section 13005). He may not be discharged merely at the will of the board, and "the procedure for terminating a probationary employee at the end of any school year cannot apply to him for it is directly opposed to the more pertinent provision for a four-year employment; the special provision of Section 1303 to this effect must prevail over the generalities of Section 13582."

Mandamus is a proper remedy, for the superintendent seeks restoration to a status created by statute (Section 1303) as well as by contract. An action for damages for breach of contract would not be an adequate remedy, because the superintendent has a potential permanent status as a teacher and other rights if he serves for three years since under the contract he has already been elected for the fourth year. In the mandamus proceedings, all that the superintendent must prove is the contract of employment, his readiness to perform, and breach by the school

district. The burden of showing justification or excuse for refusal to permit performance is then cast upon the school district. (*Titus v. Lawndale School District*, 157 A.C.A. 902.)

#### ***Liability of School District for Death of Pupil When Students Were Inadequately Supervised***

In an action for damages brought against a school district for the wrongful death of a 10-year old pupil who as a result of playing "black-out" in the schoolyard became unconscious, fell to the pavement, and died of injuries received from the fall, the district was held liable. Although school officials knew the game had been going on for quite a few years at the school, they made no effort to stop it. The other participant in the game testified that he did not see a teacher present in the schoolyard at the time of the injury. Another witness testified to the same effect. There is substantial evidence that the district did not exercise ordinary care in that it did not provide adequate supervision of the pupils at play. Education Code Section 13229 is a principal basis for requiring adequate supervision. The negative testimony by the other participant in the "game" that he did not see any teacher in the yard at all and the negative testimony of another witness to the same effect are sufficient to support the finding of the jury that no teacher was in the yard. (*Tymkowicz v. San Jose Unified School District*, 151 C.A. 2d 517.)

#### ***Filing of Claims Against School District***

Filing of a verified claim with a school district within 90 days after an accident has occurred as provided in Education Code Section 1007 is a prerequisite to recovery against a school district of damages for personal injuries sustained by a minor on school district grounds during the lunch hour. Delivery within the 90-day period of a verified claim and an unsigned, unverified copy thereof to the office of the sheriff, and service by the sheriff upon the school district of the unsigned, unverified copy within the 90-day period, coupled with a filing of a verified claim with the district after the 90-day period, does not constitute substantial compliance with the requirements of Education Code Section 1007. The filing of an unverified claim cannot be justified under Education Code Section 3, which provides that the provisions of the Education Code shall be liberally construed. (*Barajas v. San Dieguito High School District*, 151 C.A. 2d 709.)

#### ***Tax Exemption of Private Schools of Collegiate Grade***

Property "used exclusively for the purposes of education," exempt from ad valorem taxation under California Constitution, Article XIII, Section 1a, includes any facilities reasonably necessary to the fulfillment of a generally recognized function of a complete modern college. Con-

sequently, the following property of a divinity school was "used exclusively for the purposes of education" and, thus, exempt from such taxation, even though students and staff members received the immediate benefits: a parking lot for students for use of which they paid a small fee, property used to house faculty members, and housing for married students and their families. (*Church Divinity School of the Pacific v. County of Alameda*, 152 C.A. 2d 496.)

#### *Contract for Transportation of Pupils by Public Bus*

A contract between a school district and a transit system operating under the jurisdiction of the Public Utilities Commission for the transportation of pupils by regular bus service serving the general public is valid, even though the bid specifications specifically exempted such bus lines from compliance, and even though the bus line does not comply, with the regulations contained in Sections 1060-1171 of Title 5 of the California Administrative Code. The exemption of busses so operated from the definition of "school bus" contained in Education Code Section 16273 and Vehicle Code Section 54 is not discriminatory, is based upon a reasonable classification, and, hence, is constitutional. The statute is general and state-wide in its application. Education Code Section 16273 and Vehicle Code Section 54 are not inconsistent. (*Willingham v. San Diego Unified School District*, 154 C.A. 2d 11.)

#### *Liability of District Arising from Failure to Observe Regulations of Division of Industrial Safety, State Department of Industrial Relations*

In an action by a pupil against a school district for damages for injuries sustained when his hand was caught in a school printing press not equipped with a safety device in claimed violation of the regulations of the Division of Industrial Safety, State Department of Industrial Relations, it was error to refuse to give instruction to the jury substantially in the form of the regulations.

Safety regulations of the Division of Industrial Safety are applicable to school districts. Subjecting schools to the safety regulations of the division does not place the schools under the jurisdiction of "any authority other than one included within the Public School System" contrary to the provisions of Article IX, Section 6, of the California Constitution.

"The school district was responsible for the absence of the safety device and could not deny knowledge of the condition which it created in providing an unguarded press for the use of students. . . . Violation of the safety regulations, considered alone, was negligence."

The court should not have given instructions to the jury under the Public Liability Law. *Lebmann v. Los Angeles City Board of Education*, 154 C.A. 2d 256, petition for hearing by the Supreme Court denied December 4, 1957.)

**Lack of Liability of School District for Injury to  
Kindergarten Pupil in Absence of Evidence of Negligence**

A motion for nonsuit is properly granted in an action against a district for damages for injury incurred under the following circumstances.

A five year old pupil, contrary to the rules of the school, was climbing a wall, and, as a fellow pupil opened a properly constructed gate in the wall, part of the child's finger was pinched off in the crack between the wall and the gate. There was no evidence as to what the teacher was doing at the time. There was testimony that the teacher was not at the particular spot at the moment. Negligence could not be inferred from the mere fact that the accident occurred on school grounds while the teacher was not at the particular spot. (*Luna v. The Needles Elementary School District*, 154 C.A. 2d 803, petition for hearing by Supreme Court denied December 23, 1957.)

**Liability of School District for Injury to Pupil;  
Instruction Regarding Assumption of Risk**

A court committed reversible error by giving an instruction regarding assumption of risk under the circumstances shown in the particular action against a school district and against a teacher for damages for wrongful death of one pupil and severe injury to another pupil. The injuries resulted from explosion of a gas tank near a car on which a third student was using an acetylene torch. The circumstances were that the two students "were properly in the shop in pursuit of their regular studies, they went from the point where they had been instructed in the technique of removing valves from an engine to the place where they could grind those valves, and stopped for a moment to observe the work of . . . [the third student]. It appears that they were prompted either by a legitimate interest in the work of . . . [the third student], or mere youthful curiosity, and there is nothing to show that they knew anything about the dangerous proximity of the gas tank to the torch or appreciated the danger of an explosion." (*Dutcher v. City of Santa Rosa School District*, 156 A.C.A. 283.)

**Improper Summary Revocation of Teacher's Credential for Conviction  
of a "Sex Offense" Committed Prior to Effective Date of  
Education Code Section 12756 and Improper Dismissal from Position**

In 1948, a person was found guilty of being a lewd vagrant in violation of Penal Code Section 647, subdivision 5. Proceedings were suspended without imposition of sentence. He fulfilled the terms of his probation, and the action was dismissed in 1950 pursuant to Penal Code Section 1203.4. In 1951, the State Board of Education issued him a credential, and he was employed as a teacher by a school district. In 1952, the Legislature added to the Education Code Sections 12011.5, 12011.7 and 12756. In 1954, the State Board notified the teacher that it intended

to revoke his credential under Education Code Section 12756, which required revocation of a credential of a person convicted of a "sex offense." The teacher requested a hearing before the State Board, but the request was refused on the ground that the revocation of his credential was mandatory under Section 12756. The Board revoked the credential in 1954. His employing school district dismissed him and denied his request for a hearing to present evidence of his moral fitness to teach. The teacher brought action against the State Board for a declaration that his credential was in full force and effect and that he was entitled to be restored to his position with the school district. The trial court held that there was no triable issue of fact, that the teacher had not been "convicted" of a sex offense, that the Legislature did not intend Section 12756 to apply retroactively, and that the person was entitled to have his credential restored and to be restored to all his rights as a permanent teacher in the district.

The appellate court upheld the judgment of the trial court although it decided that the teacher had been "convicted" in 1948 of a sex offense as defined by Education Code Section 12011.7 inasmuch as Education Code Section 12011, enacted in 1949, provides that Penal Code Section 1203.4 is without effect for the purposes of the division of the Education Code relating to revocation of credentials.

The appellate court, however, also held that the Legislature did not intend Education Code Section 12756, requiring revocation of teaching credentials of a person "convicted" of a "sex offense," to have a retrospective effect. Consequently, the State Board could not without a hearing revoke a teaching credential because of a "sex offense" committed prior to the effective date of Section 12756, namely July 2, 1952. (*Fountain v. State Board of Education*, 157 A.C.A. 491 and 835; hearing by Supreme Court denied April 2, 1958.)

#### No Estoppel Against Board of Trustees in Construction Contract

A contractor cannot prevail in an action against a board of trustees of a school district to reform a school building construction contract after full performance by both the district and the contractor and to recover for a deficiency in the bid and contract price resulting from the contractor's clerical error in making his cost computations. This is so even though after the error was discovered and before performance was begun a representative of the district promised that if the contractor would proceed with the contract the board would "see to it" that the contractor would suffer no loss as a result of his mistake. The contractor claimed that the school district was estopped from denying payment of the amount of the difference between the contract price and the amount which he had intended to bid.

Although both the contractor and the school district suspected an error had been made in the bid price, neither had in mind any other

amount when the contract was executed. The authority of the school trustees to let contracts involving an expenditure for more than \$1,000 is found in Education Code Section 18051, which provides that the contract shall be awarded to the lowest responsible bidder and implies that the contract shall be let at the bid price. "Having awarded the contract to the plaintiff at his bid price, any other contract, promise or agreement would be in violation of Section 18051 and hence in excess of the power of the Board of Trustees." The board of trustees would have been powerless to enter into a new and different contract with the contractor for the same work at an increased price. The court may not, by the application of the doctrine of estoppel, judicially create and enforce an illegal contract. (*Patterson v. Board of Trustees*, 157, A.C.A. 892.)

## OPINIONS OF THE CALIFORNIA SUPREME COURT

### *Immunity of State College Officials and Officials of the State Department of Education from Suit for Malicious Prosecution Based on a Proceeding Before the State Personnel Board*

An action cannot be maintained against officials of a state college and of the State Department of Education for damages for malicious prosecution based upon a proceeding before the State Personnel Board for dismissal of a state college professor. A malicious prosecution action may be founded upon the institution of a proceeding before an administrative body. Nevertheless, officials of a state college and of the State Department of Education while acting within the scope of their power are immune from civil liability for damages for malicious prosecution based upon such acts. The fact that they acted in concert with others to obtain their objective is immaterial for the "underlying theory of absolute immunity is equally applicable whether the employee acts by himself or with others who are not immune." (*Hardy v. Vial et al.*, 48 C (2d) 577.)

## For Your Information

### STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held in San Francisco, July 10, 11, and 12, 1958.

#### *Changes in Rules and Regulations*

*Criteria for Unified School Districts.* The Board, acting under the authority of Education Code Section 112, and implementing Education Code Section 4885, amended subsection (a) of Section 135.3 of Title 5 of the California Administrative Code, relating to criteria for unified school districts, to read as follows (effective August 17, 1958):

135.3. (a) *Size.* The school district should be sufficiently large that necessary administration and supervision can be furnished at reasonable cost per pupil, and enough pupils can be included to make a complete educational program feasible.

Wherever the nature of the community or communities will permit, districts should include enough pupils in grades kindergarten through 12, or kindergarten through 14, so that the local district can economically supply and control all direct services to either pupils or staff. The most desirable size for a given area can be determined only by specific consideration of the area in question. No district should be planned with fewer than 2,000 potential pupils except in cases of extreme isolation or sparsity of population.

*Functions of State Colleges.* The Board, acting under the authority of Education Code Section 112, and implementing Education Code Section 20452, amended Section 900 of Title 5 of the California Administrative Code, relating to functions of state colleges, to read as follows (effective August 17, 1958):

900. *Functions.* Except as otherwise provided in this article, the primary function of the state colleges is the education of teachers. They are also authorized to offer courses appropriate for a general or liberal education and for responsible citizenship; to offer occupational training in such fields as agriculture, business, industry, public services, homemaking, and social service, to offer the preprofessional courses needed for advanced professional study; and to perform such research as is compatible with their functions.

*Initial Provisional Credential for Public School Service.* The Board, acting under the authority of and implementing Education Code Sections 12060 through 12062, amended Section 605 of Title 5 of the California Administrative Code, relating to provisional credentials for public school service, to read as follows (effective August 17, 1958):

605. (a) *Initial Provisional Credential for Full-time Service.* A provisional credential for full-time service initially granted after July 1, 1954, unless issued upon county board petition, subsection (c) of Section 620 or 621, shall be valid until June 30th of the calendar year following the year of issuance. A credential issued upon county board petition, subsection (c) of Section 620 or 621, shall be valid for the school year, expire on June 30th and will not be renewable.

*Documents Accompanying Applications for Provisional Credentials.* The Board, acting under the authority of Education Code Section 112,

and implementing Education Code Sections 12060 through 12062, and Section 12400.1, amended Section 610 of Title 5 of the California Administrative Code, relating to provisional credentials for public school service, and adopted the amendment as an emergency regulation to read as follows (effective July 18, 1958):

610. *Documents to Accompany an Application for Any Provisional Credential.* Each application for a provisional credential or the renewal of such a credential shall include the following documents:

- (a) An application (Form No. 41-4 Rev.) subscribed and sworn to before a notary public or any other person authorized to administer an oath.
- (b) A health certificate (Form No. 41-3) signed by a physician licensed by any state to practice medicine and surgery. Such health certificate, however, shall not be required for renewals of provisional credentials.
- (c) A fee of \$4 in the form of a money order, cashier's check, or certified check.
- (d) Two personal identification cards as provided in Section 200.1 of this title, unless acceptable cards have been submitted with a previous application.

*Work Experience Education.* The Board, acting under the authority of and implementing Education Code Sections 10232 and 10233, repealed Section 98 of and added Article 13.1 (Sections 115.20 through 115.26) to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to work experience education, to read as follows (effective August 17, 1958):

#### Article 13.1. Work Experience Education

115.20. *Approved Plan Required.* Any program of Work Experience Education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 10231 through 10237 shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education. The plan shall set forth a systematic design of Work Experience Education whereby young people, while still enrolled in school, will gain realistic employment experience through part-time work. Among other things, the plan submitted shall contain the provisions:

- (a) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.
- (b) A specific description of the respective responsibilities of the school, the pupils, the employer, and other co-operating agencies in the operation of the program.
- (c) A statement that the district will:
  - (1) Provide appropriate and continuous guidance service to the pupils throughout their enrollment in the Work Experience Education program.
  - (2) Assign a sufficient number of qualified certificated personnel to direct the program and to co-ordinate jobs held by pupils with the school curriculum.
  - (3) Make certain that work done by pupils is of a useful educational nature.
  - (4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.
  - (5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.
  - (6) Provide necessary clerical and instructional services.

115.21. *Classifications of Work Experience Education.* Work Experience Education is a district-initiated and district-controlled program of education consisting of one or more of the following types:

(a) *Exploratory Work Experience Education*, having as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.

(b) *General Work Experience Education*, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

(c) *Vocational Work Experience Education*, having as its purpose the extension of vocational learning opportunities for the pupil through part-time employment in the occupation for which his course in school is preparing him.

115.22. *School Credit*. The district shall grant to a pupil for the satisfactory completion of Work Experience Education credit in an amount not to exceed:

(a) In High Schools, a total of 40 semester periods made up of one or a combination of two or more of the following types:

(1) For *Exploratory Work Experience Education*: Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.

(2) For *General Work Experience Education*: Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.

(3) For *Vocational Work Experience Education*: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

(b) In Junior Colleges, a total of 16 credit hours made up of one or a combination of two or more of the following types:

(1) For *Exploratory Work Experience Education*: Three (3) credit hours per semester with a maximum of one semester.

(2) For *General Work Experience Education*: Three (3) credit hours per semester with a maximum total of six (6) credit hours.

(3) For *Vocational Work Experience Education*: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

115.23. *Pupil Qualifications*. In order to qualify for participation in the Work Experience Education program, a pupil shall:

(a) Have attained junior standing in high school or 16 years of age, except that, with specific authorization by the principal, individual pupils with exceptional need who are 15 years of age may be enrolled.

(b) Be a full-time pupil. For the purposes of this section a full-time pupil means one of the following:

(1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the secondary school in which he is enrolled.

(2) A high school pupil enrolled in four or more subjects, including Work Experience Education as one of such subjects.

(3) A junior college pupil enrolled in 12 or more credit hours, including the credit hours for work experience.

(c) Have, if a high school pupil, parental or guardian approval.

(d) Have the approval of the school guidance service to enroll in the Work Experience Education chosen.

(e) Have a vocational or educational goal to which the Work Experience Education chosen will, in the opinion of the district, contribute.

115.24. *Supervision*. In carrying out its plan for Work Experience Education, the district shall, in addition to meeting the requirements of Section 115.20, provide sufficient services for initiating and maintaining work stations, for co-ordinating the program, and for supervising the pupils, including but not being limited to:

(a) On-the-job observation of the pupil.

(b) Consultation with the employer.

(c) Written evaluation of the student's progress.

(d) Consultation with the student.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the Joint Apprenticeship Committee in order to avoid duplication of supervisory services.

115.25. *Records.* The district shall maintain records which shall include:

- (a) A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.
- (b) A record of work permit issued if applicable.
- (c) The employer's report of pupil attendance and performance on the job.
- (d) The supervisor's report of his observations of the pupils.
- (e) The supervisor's report of his consultations with employers.
- (f) The supervisor's rating of each pupil, including grade.

115.26. *Selection of Work Stations.* In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

- (a) The employer is in sympathy with the educational objective of providing work experience for the pupil.
- (b) The employer knows of the intent and purpose of the Work Experience Education program.
- (c) The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.
- (d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.
- (e) Over-all desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupil.
- (f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.
- (g) The employer, as required by law, will provide adequate compensation insurance.
- (h) The employer will maintain accurate records of the pupil's attendance.

#### Schedule of State Board of Education Meetings, 1959

The following schedule of the regular meetings to be held in 1959 was adopted by the State Board of Education:

Dates, 1959	Places of meetings
January 15, 16, and 17	California School for the Deaf, Riverside
March 12, 13, and 14	San Jose State College
May 7, 8, and 9	San Fernando Valley State College
July 9, 10, and 11	San Francisco
September 24, 25, and 26	Long Beach State College
November 12, 13, and 14	Sacramento State College

#### Approval of Changes in School District Organization

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871-4991), the Board approved the following proposal:

*Formation of a unified school district in Sonoma County*—A proposal by the augmented Sonoma County Committee on School District Organization that an election be held to determine whether the voters in the territory now included in the Sonoma Valley Union High School District, which includes the Dunbar Union, El Verano Union, Flower, Sonoma, and Tule Vista elementary school districts, wish to form a unified school district.

In accordance with the provisions of Chapter 16 of Division 2 of the Education Code (Sections 4871-4991.1, the Board approved the following proposal.

*Annexation of an elementary school district to a union elementary school district in Placer County*—A proposal by the augmented Placer County Committee on School District Organization that an election be held to determine whether the voters in the Alta Vista Elementary School District wish to be annexed to the Auburn Union Elementary School District.

#### **Associations Approved for Membership**

In accordance with Education Code Section 4861, the Board approved the following organizations for which memberships for schools may be paid from school district funds until June 30, 1961, subject, however, to each organization notifying the Department of Education immediately whenever there is a change in the constitution, bylaws, or purposes of the organization and subject further to withdrawal of approval by the State Board of Education at its discretion.

##### American School Health Association

*President:* Ruth Weaver, M.D.

*Executive Secretary-Treasurer:* A. O. DeWeese, M.D.

*Headquarters Address:* Kent State University, Kent, Ohio

##### National Association for Business Teacher Education

*President:* John Rowe, University of North Dakota, Grand Forks, N. D.

*Executive Secretary:* Hollis Guy

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

##### National Association of Biology Teachers

*President:* Irene Hollenbeck, Southern Oregon College, Ashland, Oregon

*Secretary-Treasurer:* Paul V. Webster, Bryan Public Schools, Bryan, Ohio

*Headquarters Address:* Secretary-Treasurer

##### National Council for the Social Studies

*President:* William H. Cartwright

*Executive Secretary:* Merrill F. Hartshorn

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

The following organizations are approved for membership by county superintendents of schools only because these organizations do not accept schools as members:

##### International Council for Exceptional Children

*President:* Maurice H. Fouracre

*Executive Secretary:* Harley Z. Wooden

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

##### National Council of Administrative Women in Education

*President:* Mary E. Hughes

*Secretary-Treasurer:* Lois M. Clark

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

##### National Council of Teachers of Mathematics

*President:* Howard F. Fehr

*Executive Secretary:* M. H. Ahrendt

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

##### National Council on Teacher Retirement

*Chairman:* Raymond J. Heath

*Secretary-Treasurer:* Ray L. Lillywhite

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

##### National Education Association of the United States

*President:* Lyman V. Ginger

*Executive Secretary:* William G. Carr

*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.

**United Business Education Association***President:* Dorothy Travis, University of North Dakota, Grand Forks, N. D.*Executive Director:* Hollis Guy*Headquarters Address:* 1201 Sixteenth Street, N. W., Washington 6, D. C.**Revocation of Credentials for Public School Service**

The Board revoked the credentials, life diplomas, and other documents for public service heretofore issued to the following persons, effective on the dates shown:

Name	Revocation effective	By authority of Education Code Section
Rita Sparks Bischoff	June 4, 1958	12754
Harrison Bullock	July 10, 1958	12756
Ramona Lee Burk	June 30, 1958	12754
Raul Angulo Coronel	July 10, 1958	12756
Kenneth Edward Engelman	May 12, 1958	12754
Frederic Jay Fishman	July 10, 1958	12755
Bert L. Fullmer	June 20, 1958	12754
John Rocca Lara	July 10, 1958	12756
Martha Martin (Birth date 8-3-32)	July 5, 1958	12754
Edward Melville	July 10, 1958	12755
James Warren Patterson	April 8, 1958	12754
Joseph James Ranieri	May 9, 1958	12754
Glen Allen Reddick	July 10, 1958	12756
Bernard James Rockwood	June 18, 1958	12754
Francis Paul Thimsen	July 10, 1958	12756
James Newton Wilson (Birth date 11-22-23)	July 10, 1958	12756
Thomas Edward Woods (Birth date 12-26-34)	July 10, 1958	12755

**Suspension of Credentials for Public School Service**

In accordance with the provisions of Education Code Section 12751, the Board ordered the suspension of the general secondary credential and the special secondary credential of Charles Thomas Kaye for the period commencing July 10, 1958 and ending July 9, 1959.

**Granting of Credentials to Applicant Whose Previous Credentials Had Been Revoked**

The Board on July 10, 1958 approved the granting, subsequent to previous revocation, of a general secondary credential to Arthur Ross Bourne, provided that current academic requirements are met.

**CONSERVATION EDUCATION HANDBOOK**

A handbook for teachers, camp leaders, counselors and youth leaders has recently been prepared by the California Association for Outdoor Education in co-operation with the Conservation Education section of the State Department of Natural Resources. This handbook, entitled *Teaching Conservation and Natural Science in the Outdoors*, is specifically designed to assist those people who are working with the outdoor education program. Copies of the illustrated, 48-page booklet can be secured free from the Supervisor of Conservation Education, Depart-

ment of Natural Resources—Room 350, Office Building No. 1, Sacramento 14, California.

### ANNUAL ANTHOLOGIES OF HIGH SCHOOL POETRY AND ESSAYS—1958

The National High School Poetry Association and National Essay Association have announced that the following schools in California are outstandingly represented in the Annual Anthology of High School Poetry and the Annual Anthology of High School Essays:

Alemany High School, San Fernando  
Arcadia High School  
Bellarmine-Jefferson High School, Burbank  
Bishop Conaty High School, Los Angeles  
Brea-Olinda High School  
Burbank High School  
California Junior High School, Sacramento  
Cathedral Girls High School, San Diego  
Chaffey High School, Ontario  
Chula Vista High School  
Colton High School  
Compton High School  
Corvallis High School, Studio City  
Dana Junior High School, San Pedro  
Downey High School, Modesto  
Fullerton High School  
Grossmont High School  
Lincoln High School, San Francisco  
Little Flower Academy, San Luis Rey  
Mira Costa High, Manhattan Beach  
Modesto High School  
Monrovia Duarre High School  
Newbury Park Academy  
North Hollywood High School  
Notre Dame, San Jose  
Our Lady of Loretto High, Los Angeles  
Pacoima Junior High School  
Presentation High School, San Francisco  
Shasta High School, Redding  
St. Alphonsus High School, Los Angeles  
Sutter Junior High School, Sacramento  
Upland High School  
Vista High School  
Walton Junior High School, Compton  
Westmoor High School, Daly City  
Wilbur Junior High School, Palo Alto  
Willard Junior High School, Santa Ana  
Wilson Junior High School, Glendale

The fall semester closing date for the acceptance of manuscripts for the Annual Anthology of High School Poetry is December 5, 1958. The closing date for the acceptance of manuscripts for the Annual Essay Anthology is November 5. All high schools are invited to submit entries for publication. Students' work may be sent to the Associations, 3210 Selby Avenue, Los Angeles 34, California.

## CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59

The calendar of educational meetings and events for the current school year that is maintained in the office of the Superintendent of Public Instruction is published in *California Schools* to provide a convenient reference for those who may wish to attend the meetings or participate in the observation of holidays and anniversaries listed. Information about events of state-wide or regional significance in the field of education has been supplied by the organizations concerned. Questions regarding the calendar, and correspondence regarding corrections or additions should be addressed to the Superintendent of Public Instruction.

### CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59

Dates—1958	Organization and Event	Place
September 1	Labor Day	
September 5-7	California Council for Retarded Children, Asilomar Annual Conference	
September 9	Admission Day	
September 9-11	California Congress of Parents and Teachers, Inc., State Board of Managers Meeting	Asilomar
September 11-13	State Board of Education Meeting	California State Polytechnic College, San Luis Obispo
September 17	Constitution Day	
September 18-19	California Association of School Administrators, Board of Governors, Policies Commission	San Francisco
September 26-27	California Association of Secondary School Administrators, State Representative Council	Sacramento
September 26-27	California Elementary School Administrators Association, Fall Executive Board Meeting	Palo Alto
September 27	California School Employees' Association, Fall Executive Conference	Hotel Californian, Fresno
September 26-28	Central California Council of Teachers of English, Eighth Asilomar Conference on Language Arts	Asilomar
October	Council for California Vocational Association, Conference	
October	State Colleges Executive Deans and Building Co-ordinators, Capital Outlay Standards	Chico State College
October 1-3	California School Supervisors Association, Northern Section Conference	Hobergs
October 3-4	California Elementary School Administrators Association, Central Coast Section Meeting	
October 4	California State Federation, Council for Exceptional Children, Board of Directors	Fresno
October 4	California Teachers Association, Bay Section, Council Meeting	
October 8	California Business Education Association, Bay Section, Council Meeting	1368 Grizzly Park Blvd., Berkeley
October 9-11	California State Central Committee on Social Studies	San Francisco

**CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59**  
**-Continued**

Dates—1958	Organization and Event	Place
October 10.....	California Business Education Association, San Diego Section Meeting	
October 11.....	Southern California Council of Teachers of English, Fall Meeting	Statler-Hilton Hotel, Los Angeles
October 11.....	California Business Education Association, Central Coast Section Meeting	Monterey
October 11.....	California Business Education Association, Central Section Meeting	College of the Sequoias, Visalia
October 11.....	California Teachers Association, Central Section Council	Fresno
October 11.....	California Home Economics Association	Lafayette Hotel, Long Beach
October 11-12....	California Elementary School Administrators Association, Southern Section Leadership Conference	
October 12.....	Columbus Day	
October 13.....	California Association of School Administrators, Administrative Policies Commission, Board of Governors, Resolution Committee	San Diego
October 14-16....	California Association of School Administrators, Annual Conference	U. S. Grant Hotel, San Diego
October 15-18....	California School Boards Association, Convention	El Cortez Hotel, San Diego
October 16-18....	California Music Educators Association, Leadership Planning Conference (in connection with Western Division, Music Educators National Conference)	Hotel Californian, Fresno
October 17-19....	California Association of Future Homemakers of America, Annual Conference	Asilomar
October 18.....	California Association of Independent Schools, Bay Area Regional Meeting	San Francisco
October 18.....	California Business Education Association, Northern Section Meeting	Sacramento State College
October 22.....	Sacramento Area Personnel and Guidance Association	Sacramento
October 23-25....	California Speech and Hearing Association, Annual Meeting	Lafayette Hotel, Long Beach
October 24.....	United Nations Day	
October 24-25....	Outdoor Education Association, Northern Section Fall Regional Conference	Camp Wish-I-Ah, East of Fresno
October 24-25....	California Elementary School Administrators Association, Central Section Meeting	California Hot Springs
October 25.....	California Association of Independent Schools, Southern California Regional Meeting	Los Angeles
October 25.....	Elementary School Science Association, Northern Section Meeting	Monterey
October 27.....	California Education Study Council, Fall Meeting	San Francisco
October 28- November 1....	California Library Association, Annual Meeting	Hotel Lafayette, Long Beach
October 30- November 1....	California Council on Teacher Education, Fall Conference	Ahwahnee Hotel, Yosemite
October 31- November 1....	Audio-Visual Education Association of California, Northern Section Meeting	Auburn
November.....	California Association for Aural Education	

**CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59**  
**-Continued**

Dates—1958	Organization and Event	Place
November 1	California Association for Childhood Education, Southern Section, 1958 Biennial Study Conference	Webster School, Pasadena
November 1	California Business Education Association, Los Angeles Section Meeting	City Board of Education, Administrative Offices, Los Angeles
November 2-3	Second State-wide Conference of School Recreation Personnel	Asilomar
November 4	Election Day	
November 4-7	California School Supervisors Association, Annual Conference on Instruction	San Francisco
November 6-8	State Board of Education Meeting	Chico State College
November 7-8	California Industrial Education Association, Fall Executive Council Meeting	Hacienda, Fresno
November 7-8	California Elementary School Administrators Association, Bay Section Meeting	Santa Rosa
November 7-9	School Library Association of California, Annual Convention	Mission Inn, Riverside
November 8	California Elementary School Administrators Association, Northern Section Meeting	Sacramento
November 8	California Elementary School Administrators Association, Southern Section Meeting	Glendale
November 8-9	California Business Education Association, Executive Council Meeting	Bakersfield
November 8-9	California School Health Association, State Conference	Fresno
November 11	Veteran's Day	
November 11-13	California Congress of Parents and Teachers, Inc., State Board of Managers Meeting	Statler-Hilton Hotel, Los Angeles
November 15	California Business Education Association, Bay Section Meeting	Hotel Leamington, Oakland
November 15	California Business Education Association, Southern Section Meeting	Beverly Hills High School
November 15	California Council for Adult Education, State Conference	San Francisco
November 15	California Teachers Association, Bay Section Council	
November 15	California Teachers Association, Central Coast Section Council	
November 15	California Teachers Association, North Coast Section Council	
November 20-22	California Association of Adult Education Administrators, State Conference	Stockton Hotel, Stockton
November 21-22	Audio-Visual Education Association of California, Southern Section	Crawford High School, San Diego
November 21-23	Southern California Council of Teachers of English, Weekend Conference	Residential Conference Center, Lake Arrowhead
November 24-26	California State Central Committee on Social Studies	San Francisco
November 27	Thanksgiving Day	
November 27-29	National Council for the Social Studies, Thirty-eighth Annual Convention	Sheraton-Palace Hotel, San Francisco
December 3-4	California Association of School Administrators, Board of Governors, Administrative Policies Commission, and Section Chairmen	Ambassador Hotel, Los Angeles

**CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59**  
**-Continued**

Dates—1958-59	Organization and Event	Place
December 3-5	California State Curriculum Commission	Berkeley
December 5-6	California Teachers Association, State Council of Education	Los Angeles
December 6	California Elementary School Administrators Association, Central Coast Section Meeting	
December 25	Christmas Day	
January 1	New Year's Day	
January 6-8	California Congress of Parents and Teachers, Inc., State Board of Managers Meeting	Sheraton-Palace Hotel, San Francisco
January 10	California Association Future Homemakers of America, State Executive Council	Sacramento
January 10	California Elementary School Administrators Association, North Coast Section Meeting	
January 10	California Teachers Association, Bay Section Council	
January 10	California Teachers Association, Central Section Council	
January 10	California Teachers Association, Northern Section Council	
January 10	California Teachers Association, Southern Section Council	
January 15-17	State Board of Education Meeting	California School for the Deaf, Riverside
January 21-23	California State Curriculum Commission	Coronado
January 23-24	California School Supervisors Association, Southern Section Conference	Disneyland, Anaheim
January 24	California Elementary School Administrators Association, Bay Section Meeting	
January 24	Sacramento Area Personnel and Guidance Association	Sacramento
January 26	California Education Study Council, Midwinter Meeting	Los Angeles
January 29-31	Audio-Visual Education Association of California, Annual State Conference	Beverly Hills
February 4-6	California State Central Committee on Social Studies	Santa Monica
February 7	California Elementary School Administrators Association, Central Coast Section Meeting (with Supervisors Association)	
February 7	California Elementary School Administrators Association, Southern Section Meeting	
February 12	Lincoln's Birthday	
February 13-14	California Association of Young Homemakers, Annual Convention	Long Beach
February 14	California Teachers Association, Central Coast Section Council	
February 14-18	American Association of School Administrators, National Convention	Atlantic City, New Jersey
February 21	California State Federation, Council for Exceptional Children, Board of Directors Meeting	Fresno
February 22	Washington's Birthday	
February 28	Fourth Annual Reading Conference, International Reading Association	Sacramento State College
February 28—March 4	California Elementary School Administrators Association, Department of Elementary School Principals, Annual Conference	Los Angeles

**CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59**  
**-Continued**

Dates, 1958	Place
March 10-12..... California Congress of Parents and Teachers, Inc., State Board of Managers Meeting	Statler-Hilton Hotel, Los Angeles
March 11-13..... California State Curriculum Commission	San Jose
March 12-14..... State Board of Education Meeting	San Jose State College
March 13-14..... California Industrial Education Association, Annual Convention	Stockton
March 14..... California Teachers Association, Bay Section Council	
March 14..... California Teachers Association, Central Section Council	
March 14..... California Teachers Association, Southern Section Council	
March 14..... Southern California Council of Teachers of English, Spring Meeting	Los Angeles State College
March 14-15..... California Association for Childhood Education, Annual Study Conference	Richardson Springs
March 19-21..... California Association of School Psychologists and Psychometrists, Annual Conference	Asilomar
March 20-21..... California Elementary School Administrators Association, Spring Executive Board Meeting	San Diego
March 20-21..... California Association of Secondary School Curriculum Co-ordinators, Annual Conference	Sacramento
March 20-23..... California Home Economics Association, Biennial Convention	Huntington-Sheraton Hotel, Pasadena
March 20-24..... California Association for Health, Physical Education and Recreation, State Conference	Statler-Hilton Hotel, Los Angeles
March 21..... School Library Association of California, Executive Board Meeting	California Teachers' Association Building, Los Angeles
March 21-23..... California Business Education Association, Annual Convention	Lafayette Hotel, Long Beach
March 22-25..... California Association of Secondary School Administrators, Annual Conference	Sacramento
March 22-25..... California Elementary School Administrators, Annual Conference	San Diego
March 22-25..... California Music Educators Association, Board Meetings and Biennial Convention, Western Division, Music Educators National Conference	Hotel Utah, Salt Lake City, Utah
March 29..... Easter	
March 29-..... April 3..... Association for Childhood Education, International Annual Study Conference	St. Louis, Missouri
April..... Council for California Vocational Associations	
April..... State Colleges Executive Deans and Building Co-ordinators, Capital Outlay Programs	
April 2-4..... California Council on Teacher Education, Spring Conference	Miramar Hotel, Santa Barbara
April 2-3-4..... California Association of English Councils; and the National Conference on College Composition and Communication	Sheraton-Palace Hotel, San Francisco
April 3-4..... Audio-Visual Education Association of California, Northern Section Meeting	Alturas
April 9-12..... California Association of Women Deans and Vice Principals, Biennial Conference	Huntington-Sheraton Hotel, Pasadena
April 10-11..... California Teachers Association, State Council of Education	Asilomar

**CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1958-59**  
**-Continued**

Dates—1959	Organization and Event	Place
April 10-11	California School Supervisors Association, Bay Section Meeting	
April 12-15	California Association of Public School Business Officials, Annual Conference	El Cortez Hotel, San Diego
April 17-18	California Council of Pupil Personnel Associations, Spring Conference, Section Meetings	Los Angeles, Fresno, San Francisco
April 18	California Elementary School Administrators Association, Bay Section Meeting	
April 24-25	California Elementary School Administrators Association, Northern Section Meeting	
April 27-May 1	Public Schools Week	
April 29-May 1	California School Supervisors Association, Northern Section, Spring Conference	Richardson Springs
May 1-2	California School Supervisors Association, Southern Section, Spring Conference	Long Beach
May 1-2	California State Federation, Council for Exceptional Children, State Convention	Fresno
May 2	California Council of Geography Teachers, Annual Meeting	Long Beach City College
May 2	California Elementary School Administrators Association, North Coast Section Meeting	
May 2	California Elementary School Administrators Association, Southern Section Meeting (with Supervisors Association)	
May 2	California Teachers Association, Central Section Council	
May 4-8	California Congress of Parents and Teachers, Inc., State Board of Managers Meeting and State Convention	Statler-Hilton Hotel, Los Angeles
May 7-9	State Board of Education Meeting	San Fernando Valley State College
May 8	California Elementary School Administrators Association, Central Section Meeting	
May 9	California Teachers Association, Bay Section Council	
May 9	California Teachers Association, Central Coast Section Council	
May 9	California Teachers Association, Northern Section Council	
May 9	California Teachers Association, Southern Section Council	
May 13	Sacramento Area Personnel and Guidance Association	Sacramento
May 13-15	California State Curriculum Commission	Redding
May 22-23	California Association of Secondary School Administrators, State Representative Council	
May 30	Memorial Day	
June 14	Flag Day	
July 4	Independence Day	
July 9-11	State Board of Education Meeting	San Francisco
July 13-17	National Future Homemakers of America, Convention	Chicago
July	California School Employees' Association	Santa Monica
August 18-20	Conference of Vocational Homemaking Teachers, Annual Conference	Humboldt State College, Arcata

## AMERICAN ORTHOPSYCHIATRIC ASSOCIATION ANNUAL MEETING IN SAN FRANCISCO

The American Orthopsychiatric Association will hold its thirty-sixth annual meeting at the Sheraton-Palace Hotel in San Francisco on March 30 to April 1, 1959. Stanislaus Szurek, M.D., of the Langley Porter Neuropsychiatric Institute in San Francisco, is president of the Association.

This is the first meeting of the association to be held west of the Mississippi River since its inception in 1924. In that year the association was organized by a group of psychiatrists, psychologists, and social workers to provide a common meeting ground for professional groups concerned with the problems of human behavior, particularly conduct disorders. The term "orthopsychiatry" was coined to express the "straight mindedness" achieved through preventive and therapeutic activities organized by the professional disciplines concerned with human behavior.

Papers and workshops on the education of disturbed children, delinquency, adolescent problems, mental health in the school, and the family's role in mental health will be presented. Almost all meetings and workshops are open to nonmembers. Teachers, school administrators, pupil personnel workers, and nurses will find the meetings interesting and informative.

## NATIONAL HIGH SCHOOL ESSAY CONTEST

The twenty-fourth annual National High School Essay Contest, sponsored by the Ladies Auxiliary to the Veterans of Foreign Wars, has been announced for the 1958-59 school year. The subject of the contest is, "The Space Age—Challenge to America." Students in grades nine, ten, eleven, and twelve, enrolled in any public, parochial, or private high school, are eligible to enter the contest. Entries will be judged on their literary construction, originality, and patriotism.

Local essay contest winners will receive awards which vary in different communities, from the sponsoring local auxiliary. First and second place winners in state elimination contests will receive silver medals; and first place winners in state contests will be eligible for presentation to the national judges, who will decide winners of the following awards: first prize, \$1,000 and a gold medal; second prize, \$500 and a gold medal; third prize, \$250 and a gold medal; fourth prize, \$100 and a gold medal; and honorable mention, ten prizes of \$10 each, and ten prizes of \$5 each.

Folders which contain detailed information about the contest may be obtained from local auxiliary chairmen, or from the national headquarters of the Ladies Auxiliary to the Veterans of Foreign Wars, Essay Department, 406 West 34th Street, Kansas City, Missouri. The National

Association of Secondary School Principals has placed this contest on the approved list of national contests and activities for 1958-59.

#### GEOGRAPHIC SCHOOL BULLETINS

The National Geographic Society has announced that the first of 30 weekly issues of the *Geographic School Bulletins* for the 1958-59 school year will appear on October 6, 1958.

Teachers, librarians, educational workers, students, or parents may subscribe to the bulletins. The domestic subscription rate is \$2 for the 30 issues, October 6, 1958 to May 18, 1959; and \$5 for the next 90 issues. Teachers may obtain subscriptions for all members in their classes if copies are mailed in bulk to one address. Orders should be addressed to the School Service Division, National Geographic Society, Sixteenth and M Streets, N. W., Washington 6, D. C.

# Professional Literature

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\* Available in limited quantities from the Field Service Center, Department of Education, 311 Haviland Hall, University of California, Berkeley 4, California.





# DIRECTORY OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

## STATE BOARD OF EDUCATION

	Term Expires January 15
William L. Blair, President, Pasadena	1960
Wilber D. Simons, Vice President, Redding	1960
Byron H. Atkinson, Los Angeles	1961
William N. Bucknam, Ceres	1959
Raymond J. Dabba, Redwood City	1962
Dr. Mabel E. Kinney, Los Angeles	1962
Mrs. Seymour Mathiesen, Fresno	1962
Mrs. Eva C. Noland, Salinas	1960
William G. Werner, Alameda	1959

Ray E. Simpson, Secretary and Executive Officer

## STAFF

(Unless otherwise indicated, all staff members may be reached at the State Education Building, 721 Capitol Avenue, Sacramento 14)

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Dale P. Wren, Special Assistant to the Director of Education

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Mrs. Jane Hood, Assistant to the Superintendent, 807 State Building, Los Angeles 12

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